



ESEA Information Update

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TOPIC: Title II, Part A—Teacher and Principal Training and Recruiting

Professional development is a key component for growth of all professionals. There are several resources available for teachers to enhance their knowledge and skills. From 2002 through 2006, Wisconsin has allocated nearly \$180 million in Title II, Part A funds to train, hire, and retain skilled educators. The flexibility of Title II, Part A funds allows local school districts to design and implement a number of activities that can result in teaching staff that are highly qualified and able to help all students, regardless of individual learning needs, achieve high academic standards, and fulfill the New Wisconsin Promise by closing the achievement gap.

Although this program is very flexible, all funds under the ESEA must be used to supplement and not supplant any existing programs. Local plans must base all activities supported by these funds on scientifically based research. “High quality professional development” must include activities “that advance teacher understanding of effective instructional strategies that are based on scientifically based research.”

Title II, Part A authorizes the following types of activities:

- (1) Providing professional development activities that improve the knowledge of teachers, principals, and paraprofessionals.
- (2) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within schools with a high percentage of low-achieving students, and initiatives, including activities related to PI 34, to improve the quality of teachers, principals, and superintendents.
- (3) Staff advancement initiatives that promote professional growth and emphasize multiple career and pay differentiation, including activities related to PI 34.
- (4) Developing and implementing mechanisms and initiatives to assist in recruiting, hiring and retaining highly qualified teachers, principals, and pupil services personnel.

Districts must conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff, prior to approval of any funds. Selected goals based on the assessment of needs may be directly related to the school district requirements of Chapter PI 34 of the Wisconsin Administrative Code. Districts are required to have an annual plan with targets to have **all teachers fully licensed by the end of the 2005-06 school year**. The law also requires that **all Title I paraprofessionals** meet the ESEA/NCLB requirements.

While school systems have flexibility to determine how best to use their Title II, Part A funds to sustain a high-quality teaching force, the law requires that the school system describe how it is meeting the professional development needs of its teachers and principals with the Title II, Part A funds it receives. Therefore, the law anticipates that unless a system can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with Title II, Part A funds.

The monitoring of school districts through the face-to-face visits and interviews has shown that many districts are utilizing Title II, Part A funds for both professional development and to supplement SAGE program for reducing class size in early education. As one example, the monitoring of Eau Claire School District through interviews and review of documentations revealed that the district has an excellent professional development plan in place. The plan is based on the needs assessment and is aligned with federal goals. The professional development activities are based on scientific research i.e. systematic, replicable, connected, sustained, and evaluated through the students' achievement using quasi-experimental designs and comparison groups.

The district has a strong mentoring program in place and all teachers are encouraged to develop their Professional Development Plan according to Chapter PI 34. All new teachers receive mentoring for the first three years of their career in the district. Teachers also participate in summer institutes to increase their content knowledge in mathematics and science.

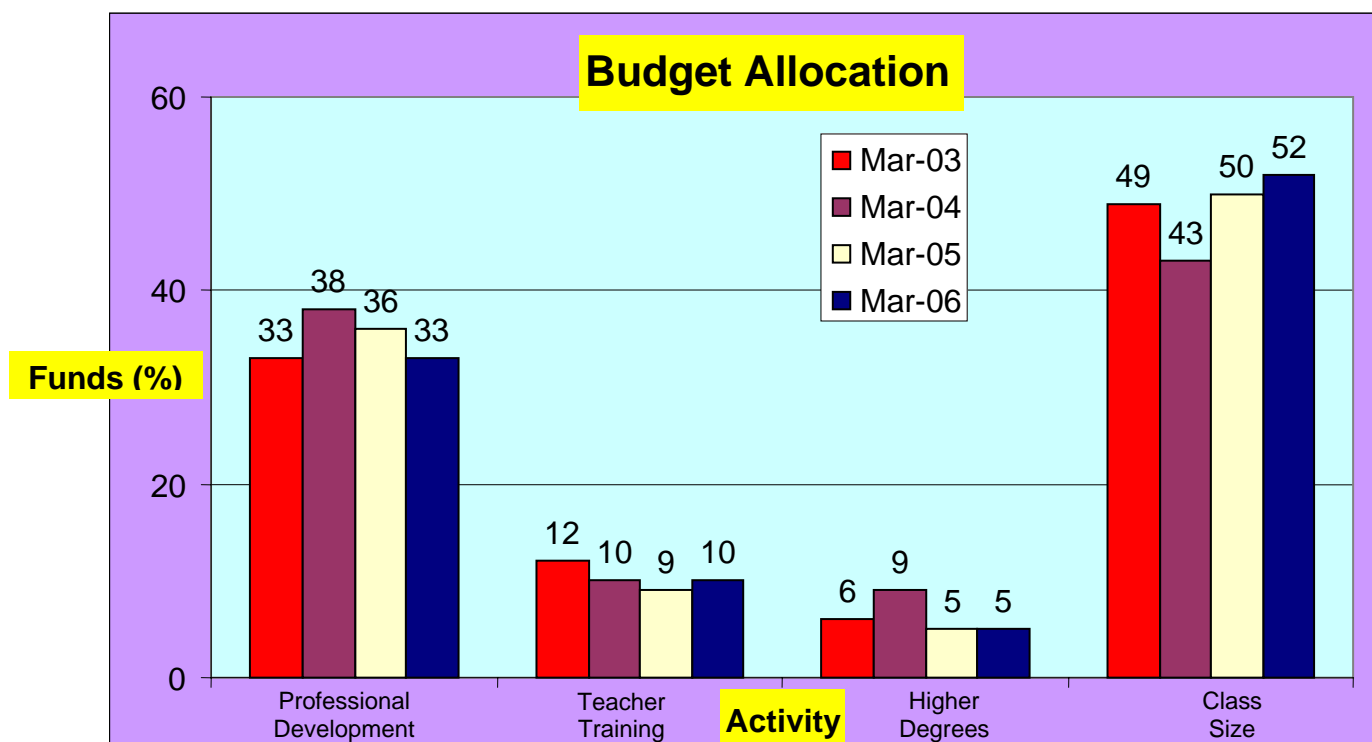
The district has an excellent paraprofessional plan in place based on the DPI recommended guidelines. All paraprofessionals are highly qualified.

It is evident that the Eau Claire School District targets funds to schools with the largest average class size based on their enrollment data.

LEAs have the flexibility to use funds for reducing class size, provided that highly qualified teachers are used. Generally, the manner in which LEAs reduce class size should result in a meaningful reduction for all of the students in the class on a regular basis. Research shows that “pull-out” programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely to result in increased achievement for students than other methods of class-size reduction. Therefore, the reduction of the size of a class must occur on a full-time basis.

Data show that Wisconsin has used Title II, Part A funds for many activities. Figure 1 represents the use of funds under the four authorized activities. Activity number 1 focuses on professional development in all academic areas including the implementation of PI 34. Activity number 2 focuses on the development of initiatives to retain highly qualified teachers. Activity number 3 focuses on development of initiatives to offer educators to grow by seeking higher degrees or advanced licenses. Activity number 4 focuses on class size reduction. Based on the 2004 data, the national average is 68% of funds used for class size reduction and the other 32% for professional development or other activities including teacher training and assessment. It is clear that the percentage of funds used for professional development in Wisconsin grew in 2004 but decreased in 2005. In addition, many school districts use more than 90% of their funds to reduce class size. Local schools and districts took advantage of funds to implement Chapter PI 34 in August 2004 for all new educators and any existing teachers.

Data also show that districts initially allocate a higher proportion of funds to professional development when they submit their application in June of each year, but during the course of the year, the funds are often shifted from professional development to class size reduction. The report clearly showed that the shift of funds towards class size reduction is greater in 2005 than the previous two years.

Figure 1.

Wisconsin has taken action to address teacher quality issues well before the NCLB came to existence. This was addressed through the development and implementation of Chapter PI 34. Policymakers at the district level are using Title II, Part A funds in particular and ESEA funds in general to invest in the future of our state and address the needs of core academic area teachers.

The following is a comparison of the Title II, Part A allowed activities and the PI 34 Provisions:

Title II, Part A Activities	PI 34 Provisions
Provide for the professional development needs (which may include teacher mentoring) of teachers and principals;	The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than five years.
Provide training to enable teachers to teach and address the needs of students with different learning styles and learning needs;	The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
Provide training to improve student behavior in the classroom and to identify early and appropriate interventions to help students;	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Title II, Part A Activities	PI 34 Provisions
Recruit and hire highly qualified teachers to reduce class size, particularly in the early grades;	Formal application of definitions of an early childhood level and early childhood through middle childhood level shall be determined by each school district through a collaborative process to include community, district personnel, and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.
Train and hire regular and special education teachers;	The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
Provide professional development activities that improve the knowledge of teachers and principals and that involve collaborative groups of teachers and administrators;	<p>A professional educator shall complete a professional development plan that demonstrates increased proficiency and which reflects the standards, including:</p> <ul style="list-style-type: none"> • Identified activities related to the professional development goals with evidence of application to the classroom or learning community. • Evidence of collaboration with professional peers and others including the review panel. • An assessment plan that specifies indicators of growth and how meeting the goals improved the educator's professional knowledge and affected student learning.
Provide training to enable teachers and principals to involve parents in their child's education;	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness, and in an ethical manner.
Provide training on how to understand and use data and assessments to improve classroom practice and student learning;	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
Support programs that provide teacher mentoring from exemplary teachers, principals, or superintendents;	The initial educator shall be provided with a qualified mentor by the employing school district. The mentoring period may be for less than 5 years.
Carry out induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;	The initial educator shall receive ongoing orientation from the employing school district which is collaboratively developed and delivered by school boards, administrators, teachers, support staff, and parents.

Title II, Part A Activities	PI 34 Provisions
	The initial educator shall be provided support seminars by the employing school district which reflect the standards in subchapter II and the mission and goals of the school district.
Carry out innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction;	<p>A team of individuals shall be convened at the discretion of the initial educator and shall be responsible for review and approval of the initial educator professional development goals. Teams for review shall be constituted as follows:</p> <p>For classroom teachers, the team shall include a teacher of the same subject or at the same level who is not the mentor and who is selected by teacher peers, an administrator designated by the district administrator subject to approval by the school board, and an IHE representative.</p>
Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.	To move to the professional educator level, an initial educator shall design and complete a professional development plan that demonstrates increased proficiency and which reflects the standards that have been identified by the team for improvement.

Specific questions related to this bulletin should be directed to:

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